

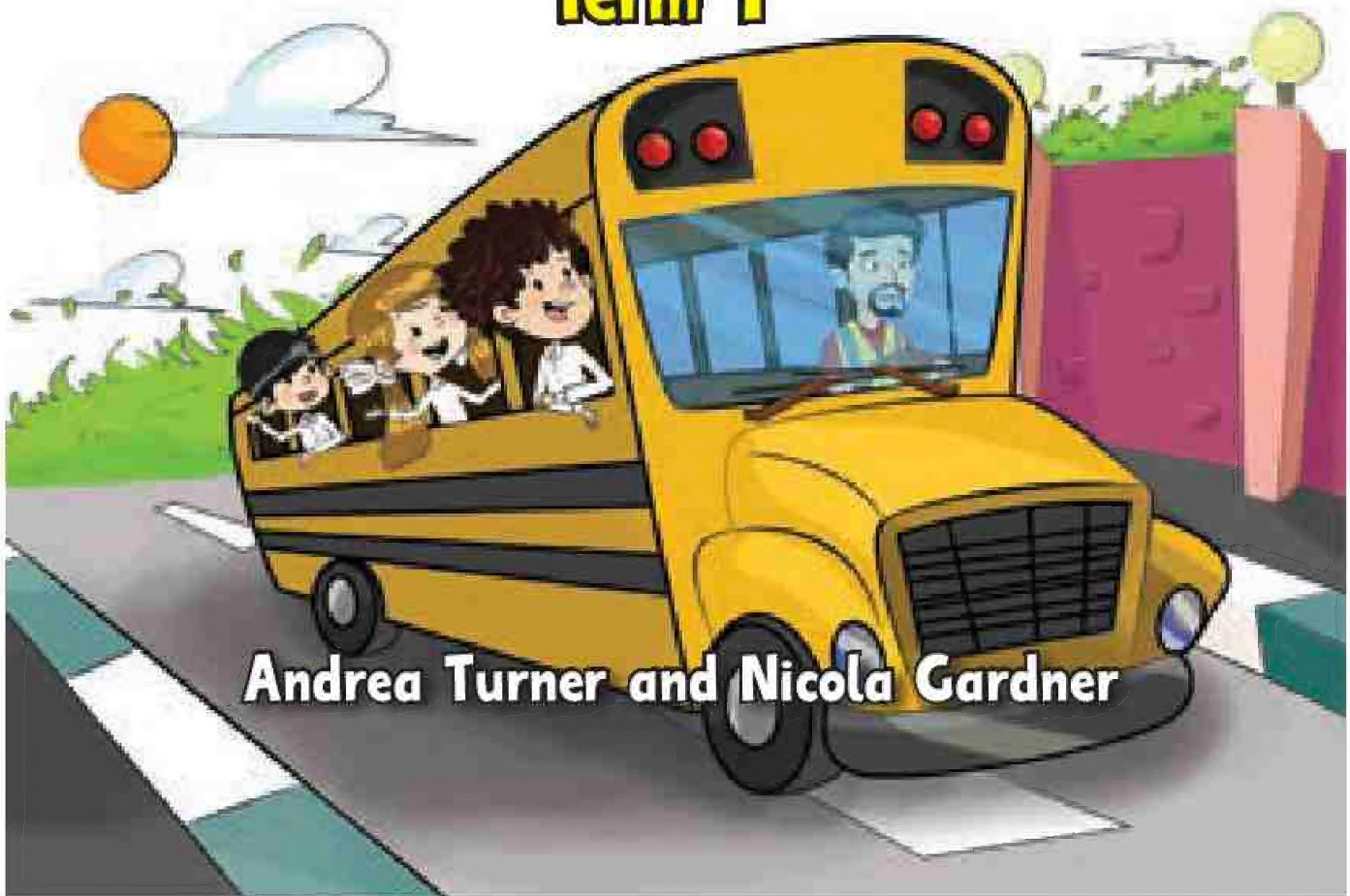


# Connect

**Primary 2**

**Student's Book**

**Term 1**



**Andrea Turner and Nicola Gardner**





## Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Māsr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

## A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

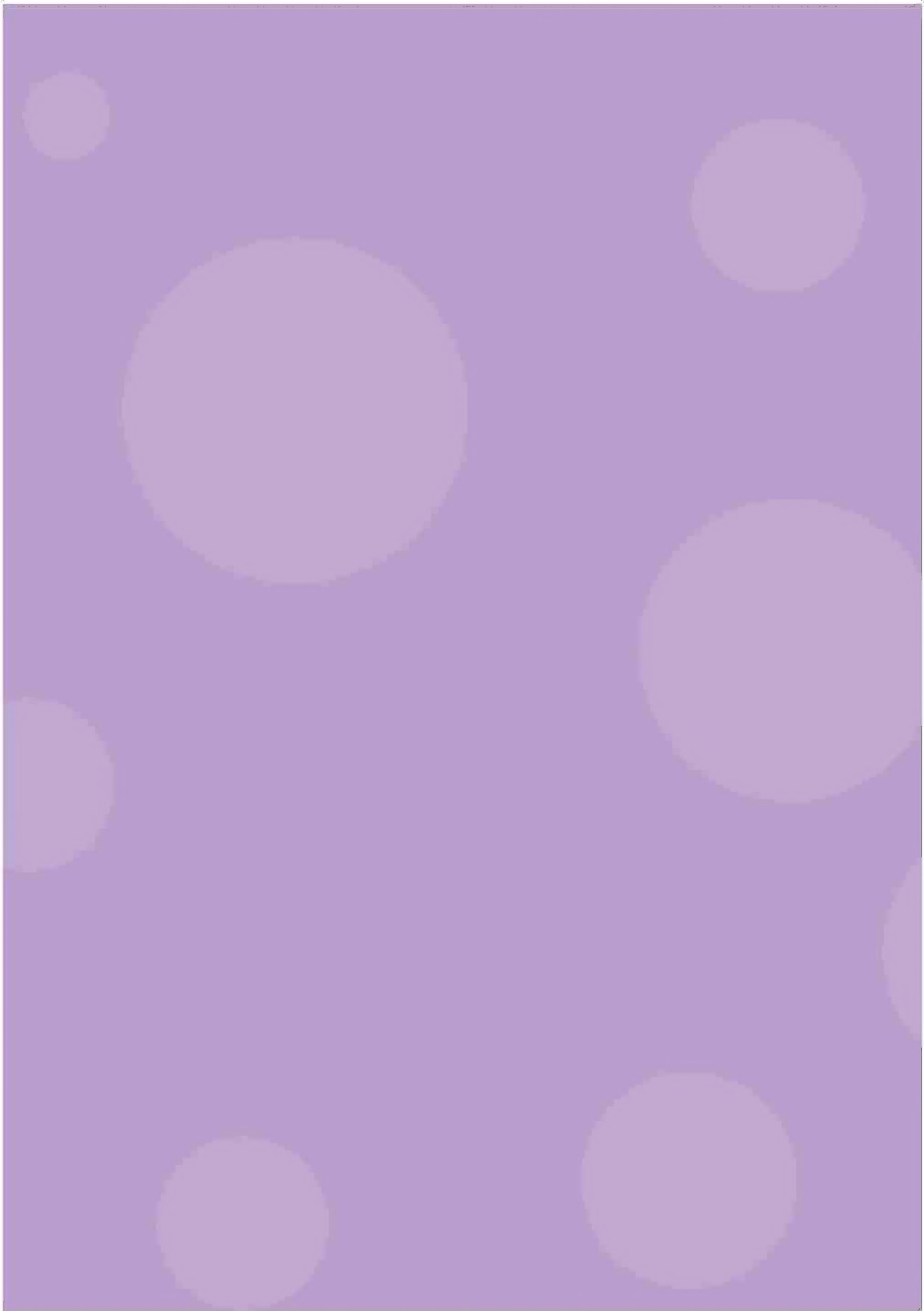
The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us, governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**

**Minister of Education and Technical Education**





# Remember the characters

1



Miss Mona

2



Hany

3



Hana

4



Youssef

5



Amira

6



Busy Bee



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# Scope and Sequence

## Who am I?

Unit	Vocabulary	Language	Phonics
<b>1</b> Meet my family	parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night	<i>This is my mother.</i>  <i>These are my parents.</i>  <i>I (help my family) in the afternoon.</i> <i>I clean the house.</i>	ch: children, chicken, chips, beach i: children, chicken, chips
<b>2</b> My body	arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste	<i>I'm a boy. I'm a girl.</i> <i>Who am I? I'm an engineer.</i> <i>You're a boy.</i>  <i>I have a (face).</i> <i>I have two (ears).</i>  <i>I can smell with my nose.</i> <i>He can't run.</i>	th: three, mouth, bathroom, throw, thirteen, tooth ee: three, thirteen, green, teeth, bee
<b>3</b> Off to school	boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen	<i>It's my dress. It's your hat. It's yellow.</i> <i>They're my socks.</i> <i>They're your shoes.</i>  <i>How many (boots) are there?</i> <i>There are (twelve).</i>  <i>We (sit down).</i>	sh: fish, sharpener, shark, trash, shop, sheep, T-shirt, shirt ar: shark, sharpener, car
<b>Review 1</b>	Revision of units 1-3		

## Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
<b>Self-management:</b> New friends <b>Empathy:</b> I help my family	<b>Appreciation of science and scientists:</b> Parts of the day <b>Love of family and friends:</b> New friends I love my family	<b>Community participation:</b> New friends!	<b>Science:</b> Parts of the day <b>Math:</b> Using bar charts
<b>Critical thinking: Observation:</b> How we grow <b>Creativity: Project:</b> Handprint bird <b>Respect for diversity:</b> My amazing body	<b>Respect:</b> Respecting people who are different <b>Curiosity:</b> How we grow	<b>Non-discrimination issues</b>	<b>Science:</b> My amazing body; Life stages <b>Math:</b> Counting body parts
<b>Self-management:</b> Follow classroom instructions	<b>Respect for different jobs</b>	<b>Citizenship:</b> Awareness of rights and duties in the classroom	<b>Social Science:</b> Jobs in a school; Clothes for school <b>Math:</b> three-dimensional shapes
Self-management Problem solving			



# Scope and Sequence

## The world around me

Unit	Vocabulary	Language	Phonics
<b>4</b> Time to play sports	karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	<p><i>Can you (play football)?</i>  <i>Yes, I can.</i>  <i>No, I can't.</i></p> <p><i>Hala can play tennis. She can't play basketball.</i>  <i>It's your turn.</i>  <i>Thank you.</i>  <i>I'm healthy.</i>  <i>I swim.</i></p>	<p>gr: gray, grandma, green, grandpa</p> <p>bl: black, blue</p>
<b>5</b> My day	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	<p><i>What time is it?</i>  <i>It's (three) o'clock.</i>  <i>It's four thirty.</i>  <i>I get up at (eight thirty).</i>  <i>Hany gets up at seven.</i></p>	<p>pl: play, please, plane, planet</p> <p>cl: clock, classroom, cloudy, day</p>
<b>6</b> Healthy lunches	bread, a burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	<p><i>Would you like some (water)?</i>  <i>Yes, please. No, thank you.</i></p> <p><i>I'd like some (juice).</i></p> <p><i>What's your favorite food?</i>  <i>It's bread.</i></p> <p><i>Does he like (oranges)?</i>  <i>Yes, he does</i>  <i>No, he doesn't</i></p> <p><i>Do you like (grapes)?</i>  <i>Yes, I do.</i>  <i>No, I don't.</i></p>	<p>fr: fries, fruit, friends, frog</p> <p>dr: drink, draw, dress, drum</p>
<b>Review 2</b>	Revision of units 4-6		
<b>Fiction reader</b>		The Gingerbread Man	



## The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
<b>Decision-making:</b> Exercise is healthy  <b>Collaboration:</b> A team game; A poster about teamwork  <b>Communication:</b> Self-expression; non-verbal communication	<b>Respect for others</b>	<b>Preventative health:</b> Exercise is healthy	<b>Math:</b> Making a survey; Learn to count with Busy Bee!  <b>Science:</b> Exercise is healthy
<b>Self-management:</b> Recognizing the importance of good time keeping; Talking about your day	<b>Respect for rules</b>	<b>Citizenship:</b> Awareness of rights and duties	<b>Science:</b> The planets in the solar system
<b>Critical thinking:</b> Observation: Hard and soft material  <b>Collaboration:</b> Making a healthy lunch	<b>Curiosity</b>	<b>Preventative health:</b> Healthy and unhealthy food	<b>Geography:</b> Places in town  <b>Science:</b> Hard and soft materials

Communication  
Self management

Communication  
Problem solving  
Creativity

# Let's remember

## Listening

1 Listen and match

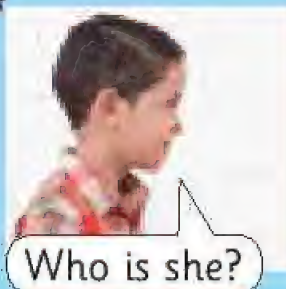


2 Ask and answer

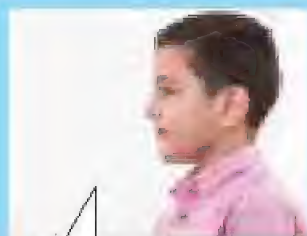
1



2



Who is she?



She's Busy Bee.

Amira

3



4



Busy Bee

Hana

Hany

5



6



Miss Mona

Youssef



# Reading and writing



## 1 Read and trace

1

I can see two black dogs.

2

These are green apples.

3

This is a blue car.

4

The big camel is yellow.

5

The red pencil is under the blue table.

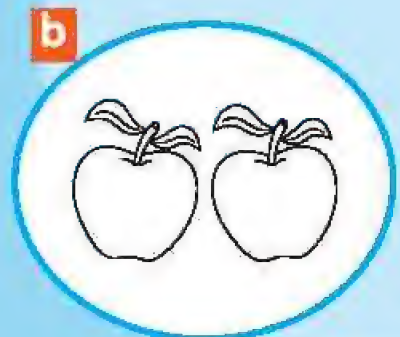
6

They're orange socks.

a



b



c



d



e



f







1 Look, count and complete



2 Say



I can see six bicycles.

bicycles

6

oranges

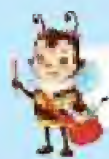
apples

balls

elephants

trees





**1** Look, read and complete

ear eye hair mouth nose

**1** This is my eye.

**2** This is my \_\_\_\_.

**3** This is my \_\_\_\_.

**4** This is my \_\_\_\_.

**5** This is my \_\_\_\_.



pants shoes shirt

**1** These are my black \_\_\_\_.

**2** This is my green \_\_\_\_.

**3** These are my \_\_\_\_.





# Theme 1:





# Who am I ?





# Unit 1

# Meet my family

1 Look and listen



2 Read and role-play

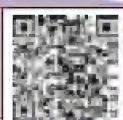




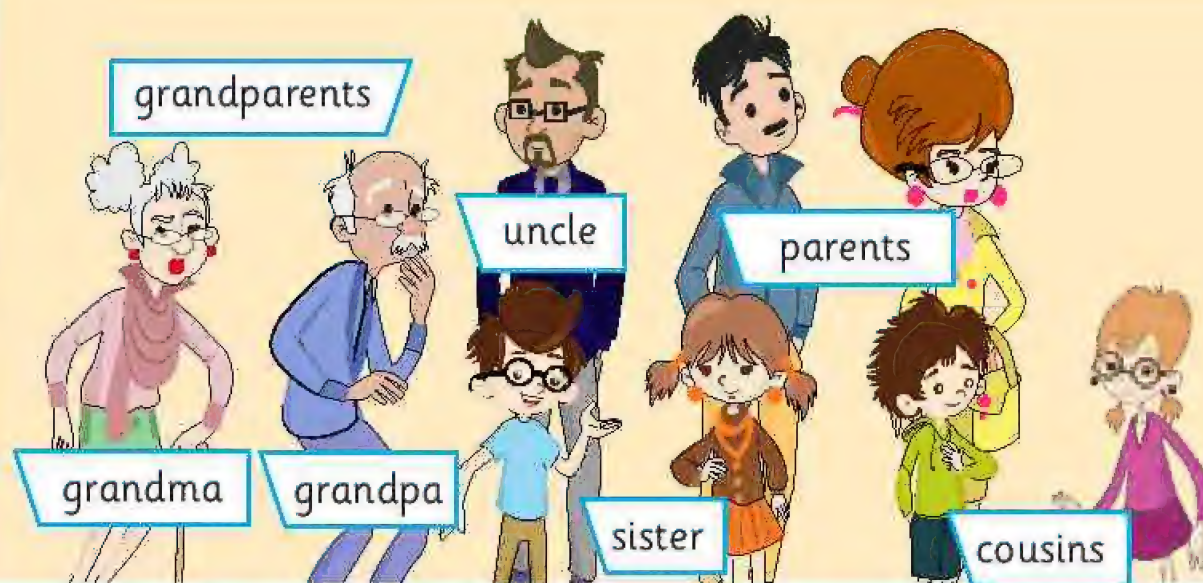
# Listening and reading

## Unit 1

### 1 Listen and read



Let me introduce my family. These are my grandparents. This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My sister Amina is five. My cousin Mona is eight and my cousin Mazen is six.



### 2 Read and match



This is my cousin Mona. She's eight.



This is my uncle. He wears glasses.



My sister Amina is wearing an orange skirt and a brown jacket.

These are my parents.

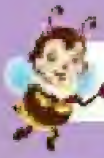


**Language:** This is my ... These are my ...

**Vocabulary:** family, grandparents, grandma, grandpa, parents, sister, cousins, uncle



# Greetings



## 1 Read and say

1

Good morning, Grandma!

Good morning, dear!



Good afternoon, Arwa!

2

Good afternoon, Grandpa!



3

Good evening, Grandma!

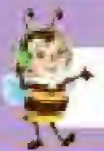
Good evening, Arwa!



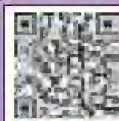
4

Good night, Arwa!

Good night, Grandpa!



## 2 Listen, read and sing



I say **good morning** to my mom,  
and she says good morning to me.

I say **good afternoon** to my grandpa,  
and he says good afternoon to me.

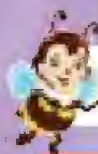
I say **good evening** to my grandma,  
and she says good evening to me.

I say **good night** to my dad,  
and he says good night to me.





1 Look, listen and number



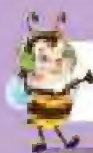
2 Point and say

Connect with Science: Parts of the day



# Story

## New friends



### 1 Look, listen and read

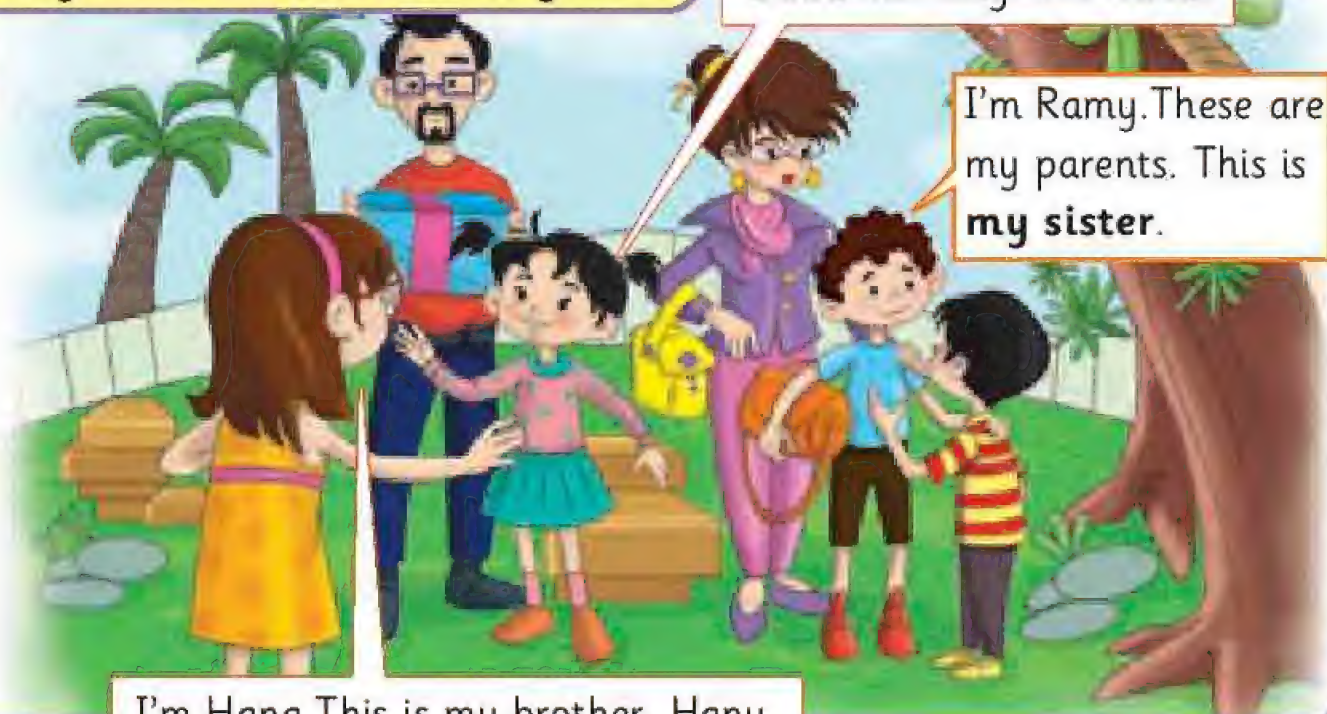


### 2 Role-play

Hany and Hana have new **neighbors**.

Good morning! I'm Rana.

1



I'm Ramy. These are my parents. This is my sister.

I'm Hana. This is my brother, Hany.

Hany and Hana want to play with Ramy and Rana.

2

Come and play this afternoon.

I can't. I have to help my **parents**.

We can **help**.



Hany helps Ramy.

3

Finished!

Thank you. Let's play!

The families are now friends.

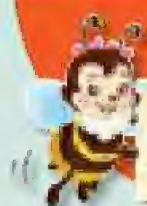
4

Good evening!

These are my new friends,  
Hany and Hana.

These are my new friends, Ramy and Rana!



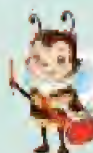


ch i

# Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle ch



children



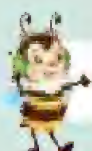
chicken



chips



beach



3 Listen and circle i



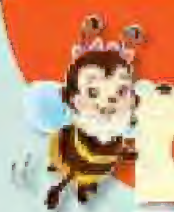
chips

chicken

children

Phonics: the ch and i sounds

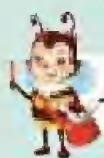




ch i

# Unit 1

## Learn to write with Busy Bee!



### 1 Look and write

chips

children

beach

chicken

1



children

2



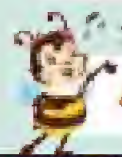
4



3



### 3 Read and sort



### 4 Sing



one syllable

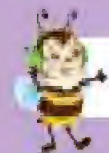
two syllables

abcdefghijklmnopqrstuvwxyz



# Life skills

## I help my family



### 1 Listen and read



1



I help my **family** in the morning. I **make my bed**.



### 2 Role-play

2



I help my teacher at school. I **tidy** the classroom.

3

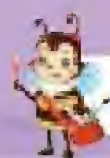


I help my family in the afternoon. I **clean** the house.

4



I help my family in the evening. I **wash** the dishes.



### 3 Read and complete

I help my family .....

.....

Life skills: Empathy



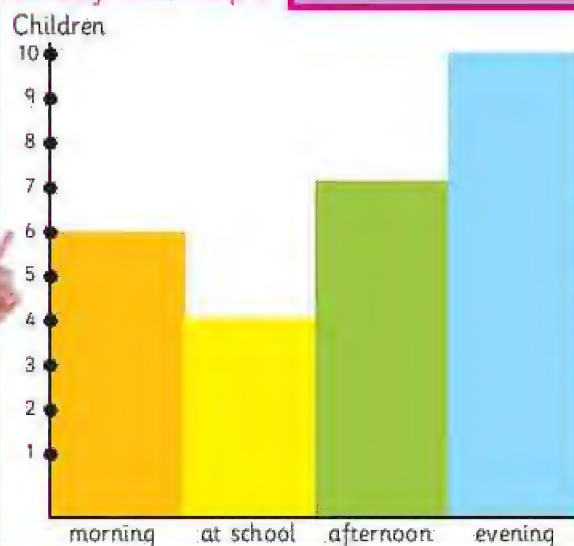


## 1 Look, count and say

Six children help in the morning.



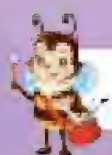
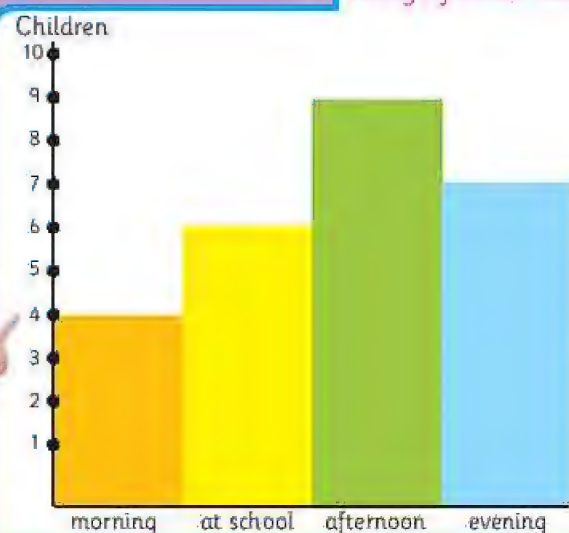
Hana's friends help ...



Four children help in the morning.



Hany's friends help ...



## 2 Read and complete the sentences from the bar graphs

- 1 ...10...friends help in the morning.
- 2 ..... friends help in the evening.
- 3 16 friends help in the .....
- 4 10 friends help at .....



# Project: My family photo album



**1** Read and do. Work in groups



**1** Cut a big heart. Decorate your heart.

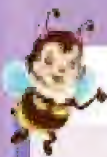


**2** Draw, then stick your family photos.



**3** Write the names of your family.



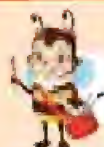


## 1 Show and tell



**Language:** This is my family photo album.

## Self Assessment



**Read and color the stars that describe your effort**

<b>Vocabulary</b> 	I can read family words and greetings with the help of my teacher. ★	I can read all family words and greetings on my own. ★ ★	I can read and write about family and greetings. ★ ★ ★
<b>Phonics</b> 	I can read words with <i>ch</i> and <i>i</i> letter sounds with the help of my teacher. ★	I can read the words with <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★	I can write words with the <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★ ★
<b>Life skills</b> 	I rarely help my family. ★	I sometimes help my family. ★ ★	I help my family when they need me. ★ ★ ★
<b>Science /Math</b> 	I can read bar graphs with the help of my teacher. ★	I can read bar graphs on my own. ★ ★	I can use bar graphs to give information. ★ ★ ★
<b>Project</b> 	I worked alone to make the photo album. ★	I worked with my group to make the photo album. ★ ★	We helped each other to make a photo album. ★ ★ ★



# Play time



**1** Look, read and match



**2** Now write

**1**

Good morning!

**2**

Good evening!

**3**

Good afternoon!

**4**

Good night!

**1**



.....



.....

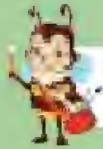


.....



.....





## 1 Look and write

This is my

These are my

1



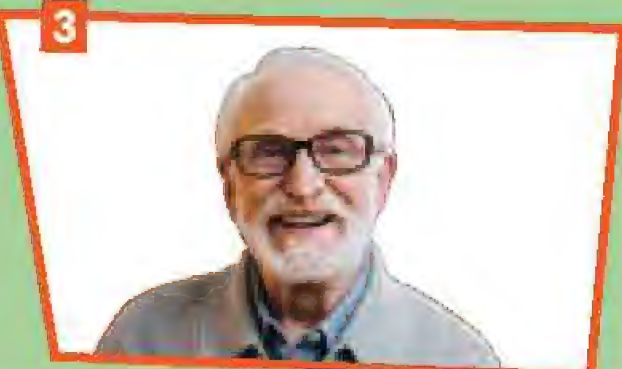
..... These are my ..... parents.

2



..... cousin.

3



..... grandpa.

4



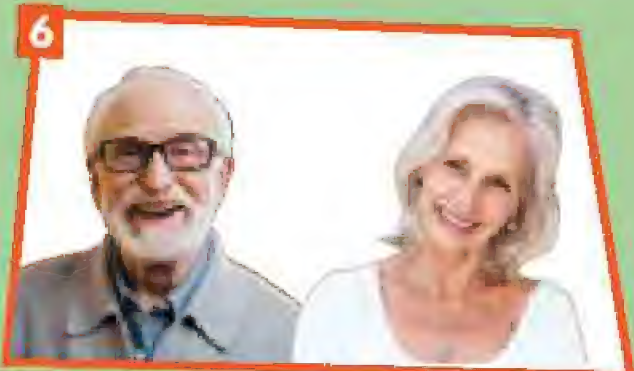
..... cousins.

5



..... friend.

6

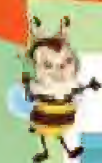


..... grandparents.





# Unit 2 My body



1 Look, listen and find



2 Read and role-play

Look! It's a bird. It has two legs, two feet and a **beak**.

The monkey has a face, teeth and big ears.



beak

leg

head

feet

head

face

teeth

arm

leg

I have two legs and two feet, too!  
I don't have a **beak**.

I have a face and teeth, too!



# Listening and speaking

## Unit 2

### I have a head



1 Listen, point and say



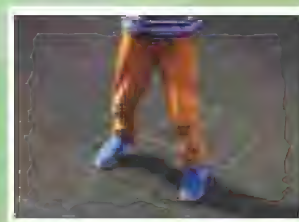
head



face



arm



legs



foot



feet



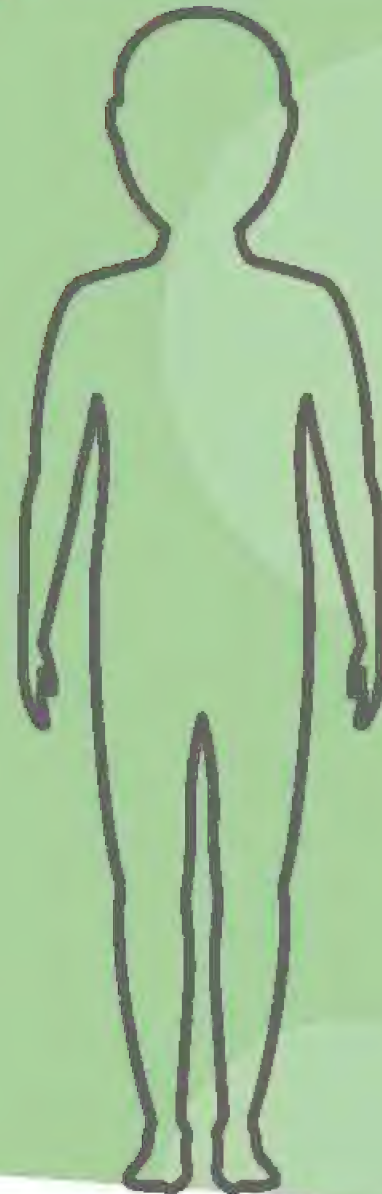
tooth



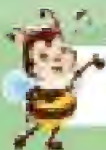
teeth



2 Draw and complete



- 1 This is me. I have two .....,  
....., and .....
- 2 I have one ..... and one .....
- 3 I have many .....



3 Sing



**Language:** I have a head. I have teeth. I don't have a beak.

**Vocabulary:** beak, head, face, arm, leg, foot, feet, tooth, teeth



# Who am I?



## 1 Listen and read



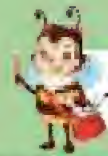
I'm Aya. I'm a girl.  
Today, I'm a doctor.



Hello. I'm Sherif. I'm a boy.  
Today, I'm an engineer.



## 2 Listen and read



## 3 Complete and say

### School Costume Party

Good morning. I'm Hany. Today we have a costume party at school.  
I'm a **king**. Hana is a **doctor**. Amira is **Busy Bee**. Youssef is a **police officer**. Who would you like to be?

1



Hany is a .....

2



Hana is a .....

3



Amira .....

4

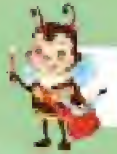


Youssef .....



# Reading and writing

## Unit 2



### 1 Read and write

an elephant   a bird   a monkey   a cat

1



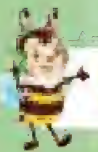
2



3



4



### 2 Listen, read and answer



1 I have a big head and big ears. I have four feet.  
Who am I?



.....

2 I have two legs. I have no arms. I have a **beak**.  
Who am I?



.....

3 I have two legs and two arms.  
I eat bananas. Who am I?



.....

4 I have four legs. I have **fur**.  
Who am I?

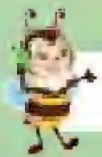


.....

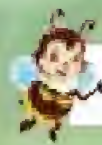


# Connect with Science

## My amazing body



1 Look, listen and complete



2 Point and say

hear kick run ~~see~~ speak throw

1



I can see with my eyes.

2



I can ..... with my ears.

3



I can ..... with my legs.

4



I can ..... with my feet.

5



I can ..... with my arms.

6



I can ..... with my mouth.





## 1 Listen and read



1



This is my friend Ziad. He can't see. He can read with his hands.

2

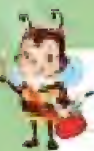


This is my cousin Mariam. She can't hear. We can speak with our hands.

3



This is my brother Aser. He can't run. We can play.

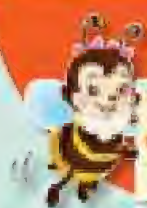


## 2 Read and match

- |                |   |
|----------------|---|
| 1 Ziad can't   | <input type="checkbox"/> a play           |
| 2 Ziad can     | <input type="checkbox"/> b hear           |
| 3 Mariam can't | <input checked="" type="checkbox"/> c see |
| 4 Aser can     | <input type="checkbox"/> d read           |

**Life skills:**  
Respecting diversity



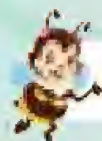
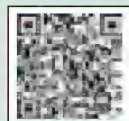


th ee

# Learn sounds with Busy Bee!



1 Look, listen and complete



2 Repeat



t hree



mou \_ \_



ba \_ \_ room



\_ \_ row



3 Look, listen and complete with ee



thirt \_ \_ n



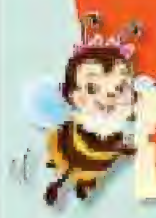
gr \_ \_ n



abcdefghijklmnopqrstuvwxyz

Phonics: the th  
and ee sounds





th ee

# Unit 2

## Learn to write with Busy Bee!



1 Look and complete. Then say



te \_ eth



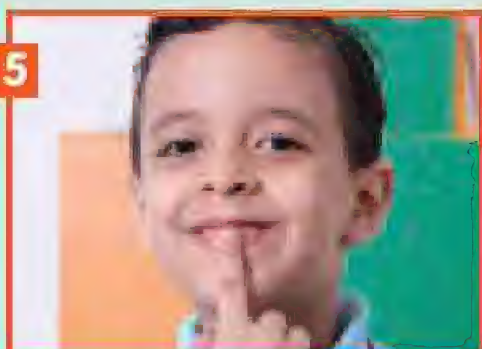
\_ \_ r ee



m o u \_ \_



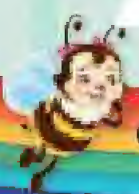
g r \_ \_ n



t o o \_ \_



b \_ \_

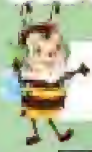


abcdefghijklmnopqrstuvwxyz



# Connect with Science

## How we grow



1 Listen, read and say



A person

This is how we grow. A person starts as a **baby**. The baby grows into a **child**. The child grows into an **adult**.



a baby



a child

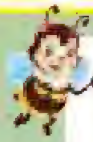


an adult



2 Look, listen and number in order

A bird



3 Now say



an adult bird

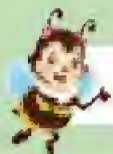


an egg



a baby bird





**1 Count the legs and say**

1



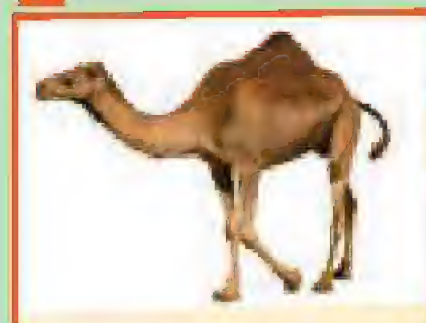
a fish

2



a bird

3



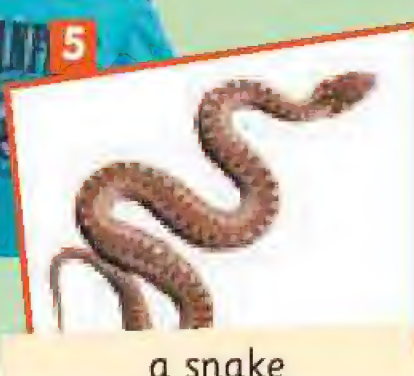
a camel

4



an ant

5



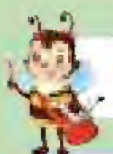
a snake

6



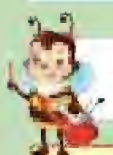
a bee

A fish has no legs.



**2 Complete the table**

0 legs	2 legs	4 legs	6 legs
a fish			



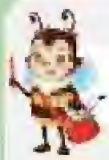
**3 Read and complete**

A ..... has no legs. A /An ..... has six legs. A ..... has two legs. I have ....., too!





# Project: A handprint bird



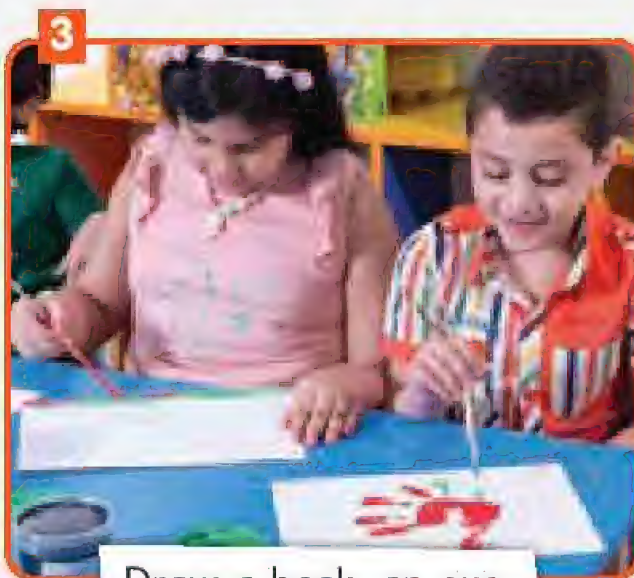
1 Look, read and make. Work in groups



Paint your hand.



Make a handprint.

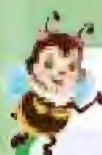


Draw a beak, an eye,  
2 legs and 2 feet.



Decorate.





## 1 Show and tell



**Language:** This is my bird. It is red and green. It has two legs and a beak.

## Self Assessment

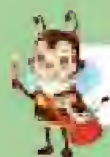


## Read and color the stars that describe your effort

<b>Vocabulary</b> 	I can read most body words and words describing the senses on my own. <div>★</div>	I can read all body words and words describing the senses on my own. <div>★★</div>	I can read and write body words and words describing the senses. <div>★★★</div>
<b>Phonics</b> 	I can read words with <i>th</i> and <i>ee</i> with the help of my teacher. <div>★</div>	I can read words with <i>th</i> and <i>ee</i> on my own. <div>★★</div>	I can write the <i>th</i> and <i>ee</i> to complete different tasks. <div>★★★</div>
<b>Life skills</b> 	I stay away from friends who are different. <div>★</div>	I respect friends who are different. <div>★★</div>	I help friends who are different. <div>★★★</div>
<b>Science /Math</b> 	I can read about how people and birds grow with the help of my teacher. I can count body parts of some birds and animals with the help of my teacher. <div>★</div>	I can read about how people and birds grow on my own. I can count body parts of animals and birds. <div>★★</div>	I can say how people and animals grow. I can say the number of body parts of different animals and birds. <div>★★★</div>
<b>Project</b> 	I worked alone to make a handprint bird. <div>★</div>	I worked with my group to make a handprint bird. <div>★★</div>	We helped each other to make a handprint bird. <div>★★★</div>



# Play time



## 1 Look and write

arm

face

feet

foot

head

leg

1

arm

2

3

4

5

6



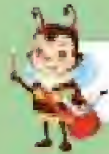
## 2 Point and say

I have two arms.

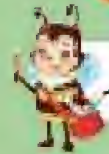


# Play time

# Unit 2

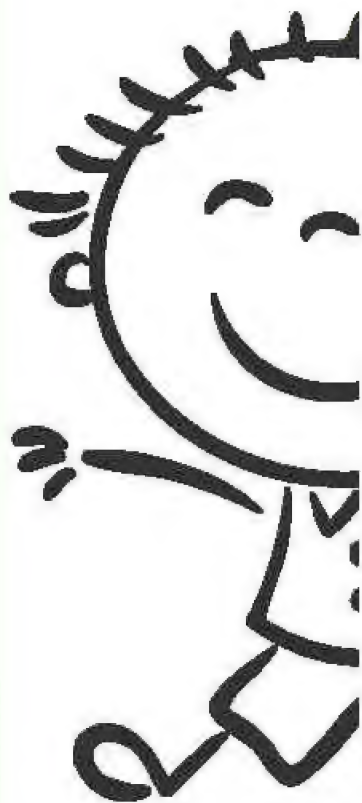


1 Look and complete the drawing



2 Color and write

boy



I'm a \_\_\_\_\_.

girl



I'm a \_\_\_\_\_.

Teacher assessment

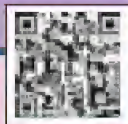




# Unit 3 Off to school



1 Look, listen and read



2 Role-play

They're your **glasses**, Hana.

It's your **hat**, Amira.

It's my **watch**.  
Thank you,  
Ms. Mona.

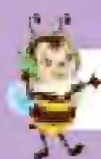
coats

They're my black **boots**.



# Listening

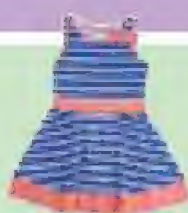
## Unit 3



1 Listen, point and say



boots



dress



glasses



hat



coat



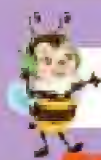
shirt



watch



clothes



2 Listen, read and number

1

It's my watch. It's brown.  
I like my watch!

2

They are my glasses.  
I wear them when I read.

3

Look! It's my hat.  
It's yellow. I like to wear my  
hat in the summer.

4

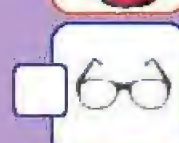
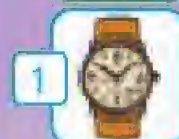
Look at your boots.  
They're red.

5

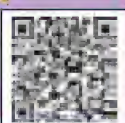
Your coat is blue.  
You wear it in the winter.

6

My shirt is green  
and black. I like it.



3 Sing



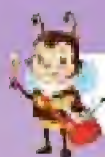
Language: It's my hat. They're your boots.

Vocabulary: boots, dress, glasses, hat, coat, shirt, watch, clothes

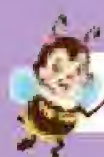


# Connect with Math

How many?

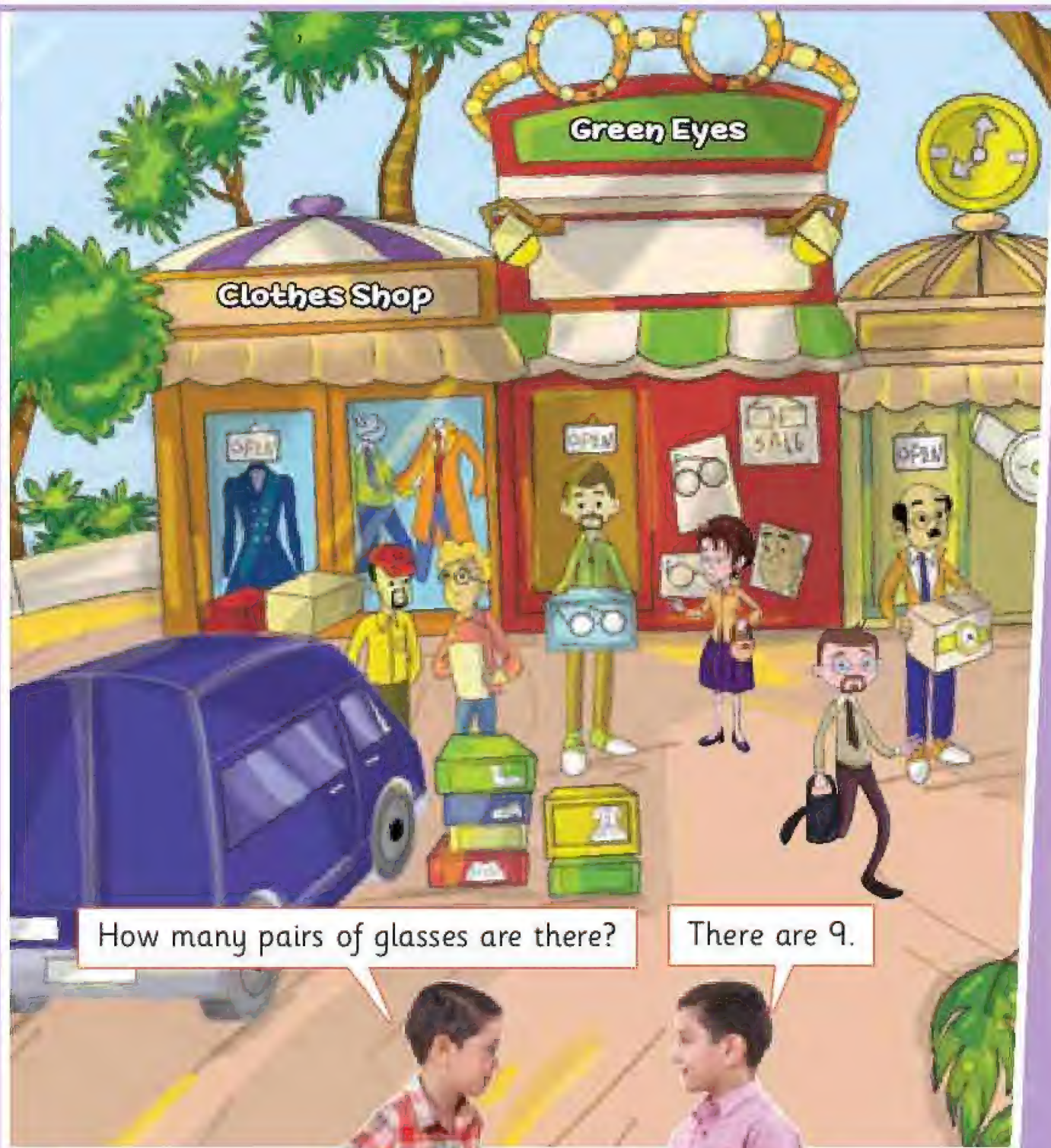


1 Look and count. Then write



2 Ask and answer

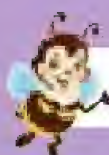
pairs of glasses    coats    pairs of boots    dresses    watches







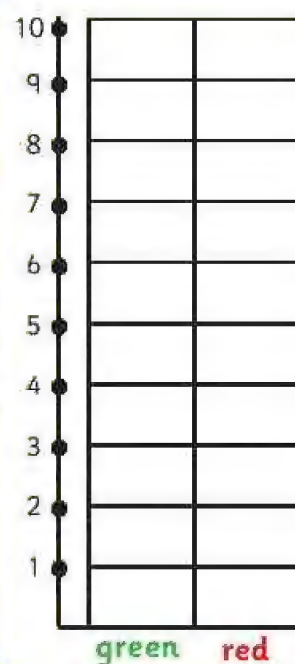
**1** Look and complete the bar graph. Then say



**2** Ask and answer

How many green hats are there?

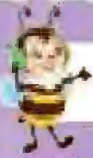
There are four green hats.





# Reading

## In the classroom

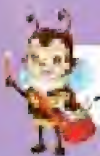


### 1 Look, listen and read



This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.

We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.



### 2 Write about yourself

This is my school in ..... . I start school at ..... . I ..... to my teacher. I like to draw ..... in my art class. At ....., I go home.

This is me.





## 1 Listen, read and number



Sit down, please.

Draw a picture of yourself.



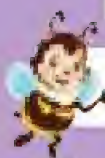
Listen to the CD.



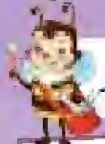
Stand up, please.



Write your name.



## 2 Role-play with a partner

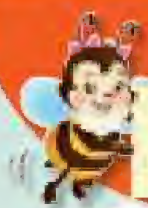


## 3 Write in the correct order

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

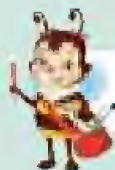
**Self-management:** Follow classroom instructions



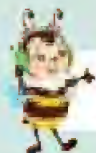


sh ar

# Learn sounds with Busy Bee!



1 Write sh



2 Listen and repeat



1



fish

2



.....arpener

3



.....ark

4



tra.....

5

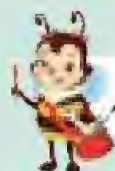


.....op

6



.....eep



3 Read and circle ar. Then say



shark



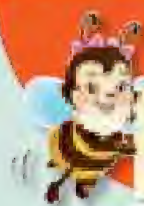
sharpener



car

Phonics: the sh  
and ar sounds

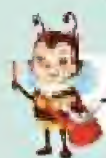




sh ar

# Unit 3

## Learn to write with Busy Bee!



1 Look and write. Then say

fish

sharpener

shirt

car

shark

T-shirt

1



.....sharpener.....

2



.....

3



.....

4



.....

5



.....

6



.....



2 Read and sort

one syllable

two syllables

three syllables

fish

abcdefghijklmnopqrstuvwxyz

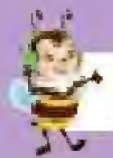


# Connect with Social Studies

## Jobs



We all help at school.



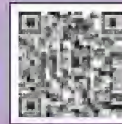
1 Look, listen and complete

nurse

gardener

~~carpenter~~

cleaner



1



A carpenter makes tables and chairs for school.

2



A ..... makes me healthy for school.

3



A ..... looks after the school garden.

4



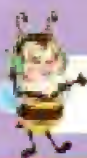
A ..... cleans the school.



2 Trace and complete

My favorite person is ..... because .....





### 1 Listen, read and match



A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?



1 This is a **cone**.

2 This is a **cube**. We can play with it!

3 These are **spheres**. They look like planets.

4 These are **pyramids**.

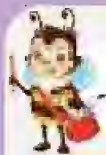
5 This is called a **cylinder**.



**Vocabulary:** cone, cube, sphere, pyramid, cylinder



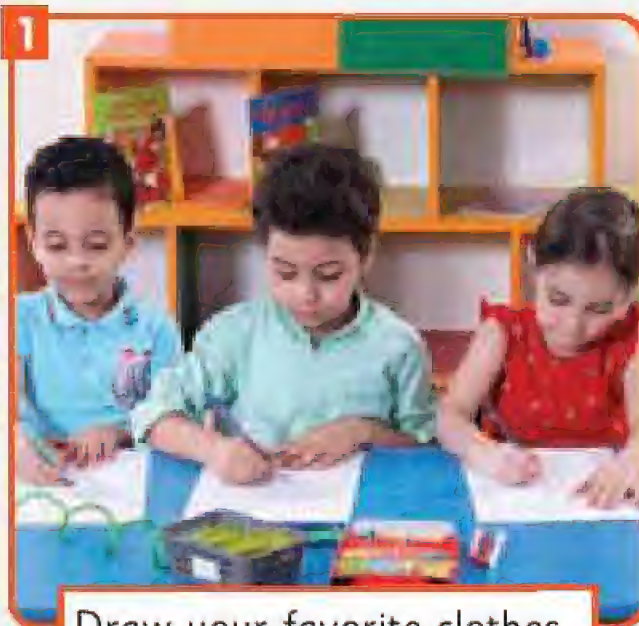
# Project: My favorite clothes



1 Read and make. Work in groups



1



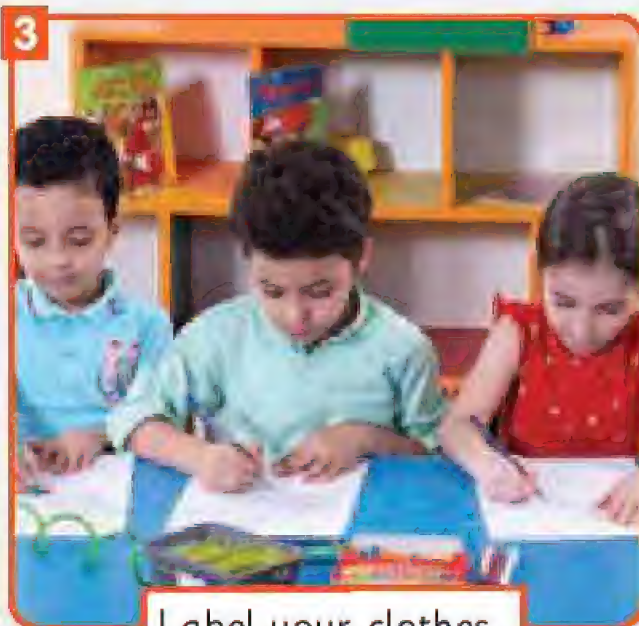
Draw your favorite clothes.

2



Color them.

3



Label your clothes.

4



Put up your picture.





## 1 Show and tell



**Language:** *They're my favorite pants. They're blue.*

## Self Assessment

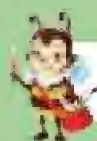


## Read and color the stars that describe your effort

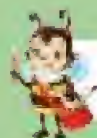
<b>Vocabulary</b> 	I can read about clothes and jobs with the help of my teacher. 	I can read about clothes and jobs. 	I can read and write about clothes and jobs. 
<b>Phonics</b> <b>sh ar</b>	I can read words with <i>sh</i> and <i>ar</i> letter sounds with the help of my teacher. 	I can read the words with <i>sh</i> and <i>ar</i> letter sounds on my own. 	I can read other words with the <i>sh</i> and <i>ar</i> letter sounds on my own. 
<b>Life skills / Values</b> 	I sometimes follow classroom instructions. I rarely help at school. 	I follow classroom instructions. I respect all jobs at school. 	I respect classroom instructions. I respect all jobs and help at school. 
<b>Science /Math</b> 	I can count some items in a picture. I can read words that describe 3D shapes with the help of my teacher. 	I can count all items in a picture. I can read words that describe 3D shapes on my own. 	I can ask and answer on the number of items in a picture. I can use 3D shapes to describe different objects. 
<b>Project</b> 	I had problems working with friends to make my favorite clothes display. 	I worked with my group to make a favorite clothes display. 	We helped each other to make a favorite clothes display. 



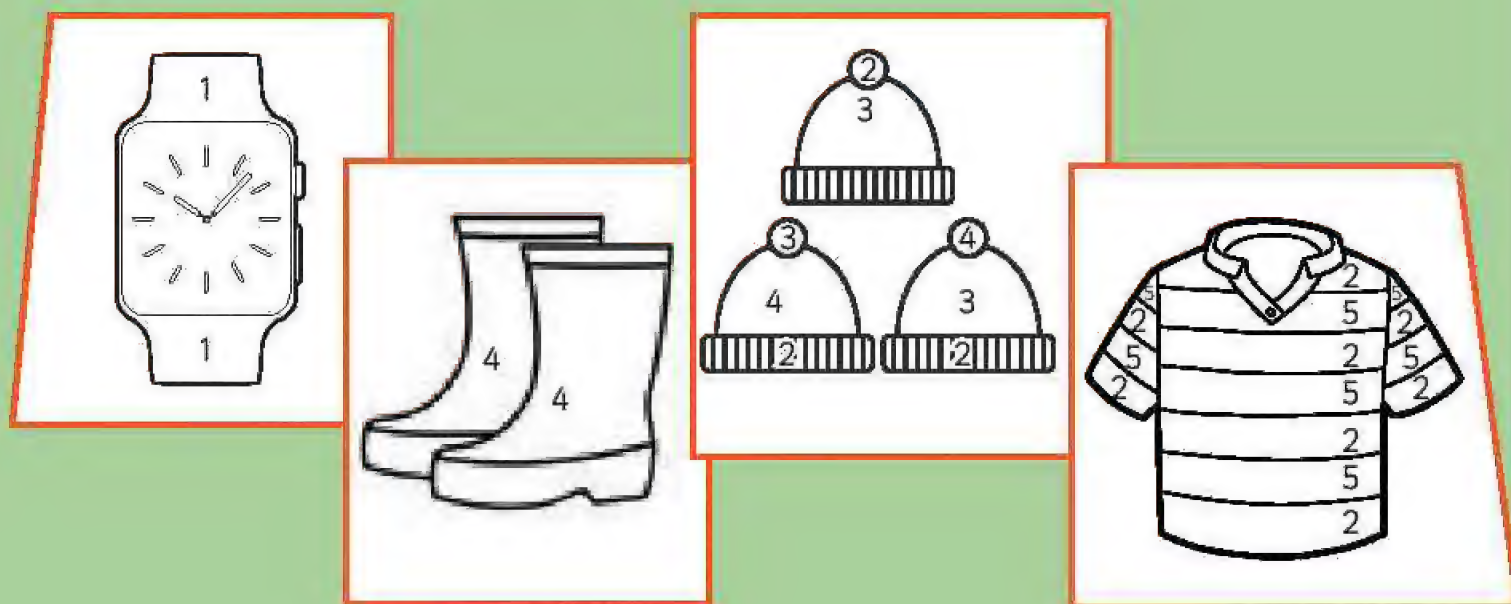
# Play time



## 1 Read and match



## 2 Look and color by number



1 brown

2 green

3 red

4 gray

5 blue





## 1 Look, read and write

draw

listen

paint

sit down

~~stand up~~

write

1



I stand up .

2



I ..... a picture.

3



I ..... my homework.

4



I ..... a picture.

5



I .....

6



I ..... to my teacher.

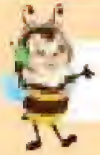
Teacher assessment



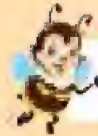


# Review I

## Listening and speaking



**1** Listen and say



**2** Ask and answer





# Review 1

## Reading



### 1 Read and match

1



2



3



4



5



6



a

I have a brown coat.

4

b

There are six girls.

c

I'm a boy.

d

It has four legs.

e

These are my cousins.

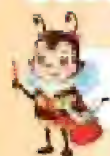
f

These are my boots.



# Review I

## Writing



1 Read and complete

### Morning

In the morning,

I .....

### Afternoon

In the afternoon,

I .....

.....

### Night

At night, I

.....

.....

### My Day

### Evening

In the evening,

I .....



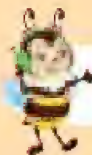
# Review 1

## Phonics



1 Say the sounds

i ar ee ch sh th



2 Listen and complete



There are \_\_ree \_\_ildren  
on a bea\_\_.

2



A c\_\_penter makes a \_\_air.

3



Tou\_\_ your mou\_\_.

4



The ch\_ldren have thr\_\_ \_\_ickens.



3 Circle and say

1



ar i ee

2

13

ch sh th

3



ch sh th

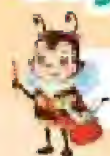
Revision of sounds from Units 1-3



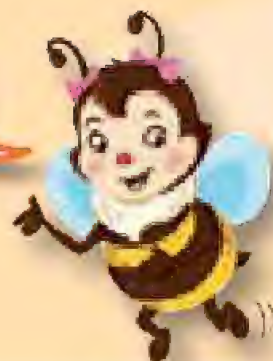
# Review I

Now I can ...

## Self Assessment



1 Tick what you can say



1 name family members. ☐



2 name body parts. ☐



3 name clothes. ☐



4 say these sounds. ☐

ch

i

ee

sh

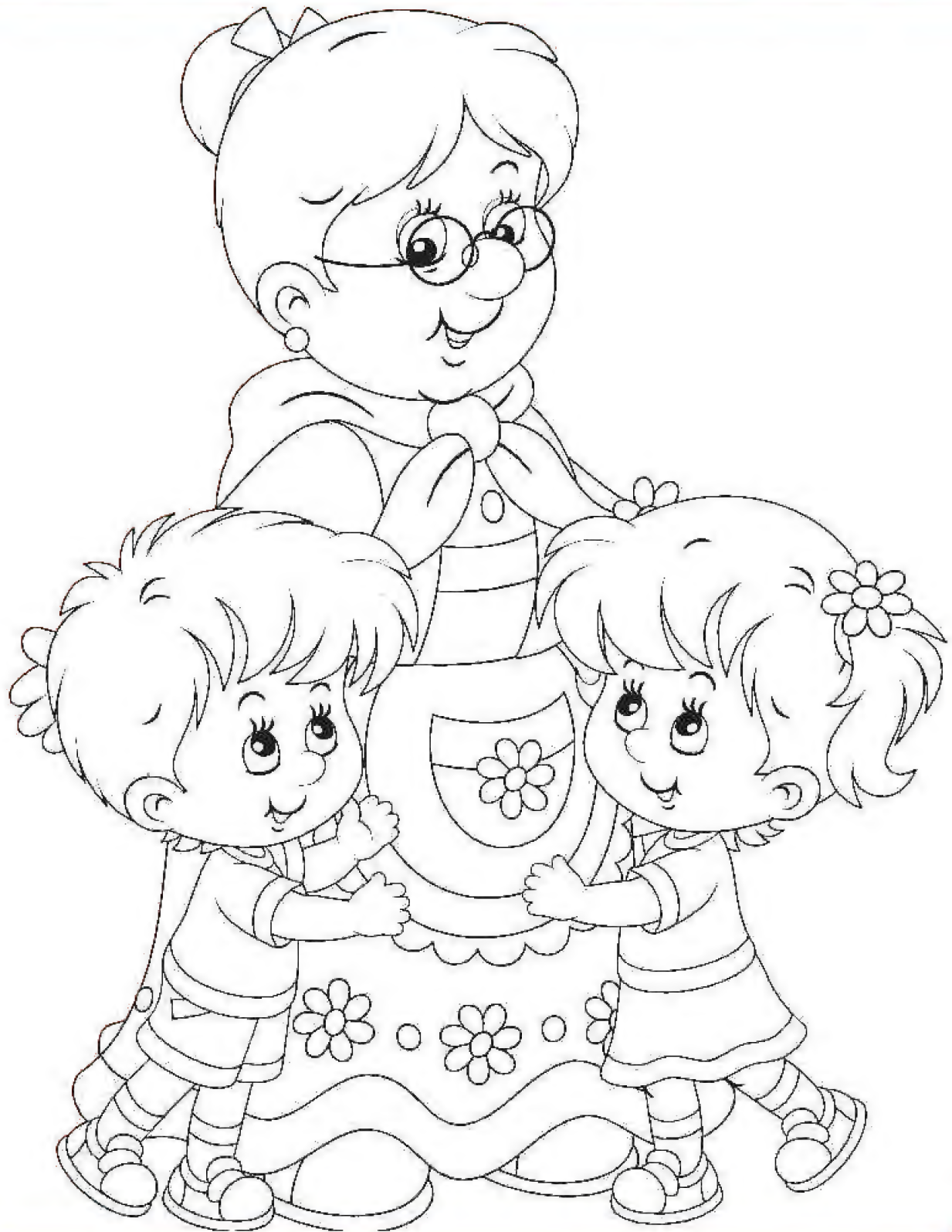
th

ar





1 Look and color





# Theme 2:



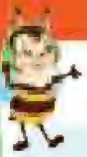


# The world around me





# Unit 4 Time to play sports



1 Look, listen and read

It's break time. The children are in the playground.



Can you **kick** the ball?

No, I can't.  
It's hard.

We can help you.  
We are one **team**.



Can you **throw** the ball?

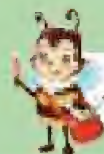
Yes, I can. I love  
**basketball**. It's fun!

**Language:** Can you ...? Yes, I can./No, I can't.

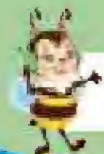


# Listening

## Unit 4



### 1 Look and match



### 2 Listen and check

1



2



tennis

football

karate

swimming

basketball

team

3



4



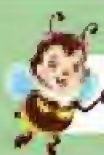
5



6



### 3 Listen and complete



### 4 Read to your partner

tennis run hit swimming



I'm Sara. I'm seven years old. I like .....

I can ..... fast. I can .....

the ball. My brother's name is Seif. He likes

..... He doesn't like tennis.



**Vocabulary:** football, basketball, karate, swimming, tennis, team



# At the Sports Club



## 1 Listen, read and guess the names

### At the Sports Club

At the sports club,  
We have lots of fun!  
We play, we jump,  
We skip, we run!

I play **football**.  
I am number fifteen.  
I wear a white shirt,  
And my shorts are green.

I play **tennis**.  
I have a **racket** to **hit**.  
I hit the ball hard.  
I like to stay fit!

I play **basketball**.  
Can you guess my name?  
I **throw** the ball in the basket,  
And my team wins the game!

1



I **kick** the ball.

2

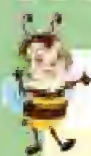


I **hit** the ball with  
my **racket**.

3

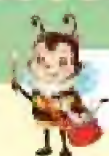


I **throw** the ball.



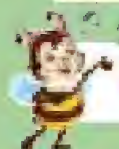
## 2 Listen and check

- 1 Who throws the ball?
- 2 Who kicks the ball?
- 3 What does Hana hit the ball with?
- 4 Who plays basketball?



## 3 Circle the correct answer

- |          |            |
|----------|------------|
| Hana     | Amira      |
| Hany     | Hana       |
| her hand | her racket |
| Hana     | Amira      |



## 4 Sing

**Vocabulary:** kick, hit, throw, racket, ball

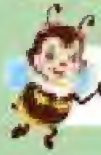
**Language:** This is my racket.

I (kick / hit / throw) the ball.



## Make a survey

Which game can you play?



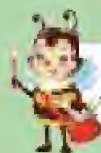
1 Make a class survey. Ask and answer



Can you play tennis?

Yes, I can.

Name	football	tennis	karate	basketball
Dina	x	✓		



2 Use the table to write sentences

1 Dina can .....

2 .....

3 .....



# Reading



**1 Listen and read. Then circle the correct answer**

**1**



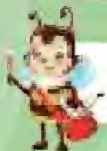
My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!

**2**



My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!

- |                                       |           |            |
|---------------------------------------|-----------|------------|
| 1 What does Jana play?                | football  | basketball |
| 2 Who plays football?                 | Yasser    | Jana       |
| 3 Why do Yasser and Jana play sports? | It's fun! | It's bad!  |



**2 Complete about yourself**

I can play .....

**This is me.**

I can't .....

I play alone/in a team.

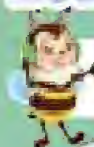
**Communication:** good listening; self-expression;  
non-verbal communication



# Connect with Math

## Unit 4

Learn to count with Busy Bee!



1 Listen, read and trace



ten



twenty



thirty



forty



fifty



sixty



seventy



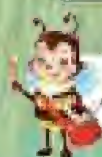
eighty



ninety



one hundred



2 Complete, then say

1  $10 + 10 = \underline{\quad 20 \quad}$

2  $50 - 40 = \underline{\quad 10 \quad}$

3  $20 - 10 = \underline{\hspace{2cm}}$

4  $60 + 10 = \underline{\hspace{2cm}}$

5  $30 + 20 = \underline{\hspace{2cm}}$

6  $90 - 10 = \underline{\hspace{2cm}}$

Ten plus ten is twenty.

Fifty minus forty is ten.

**Connect with Math:** ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

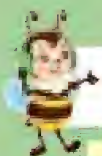


# Connect with Science

## Exercise is healthy



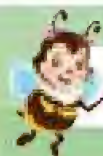
1 Healthy things are good for your body.  
Check (✓) the healthy things



2 Listen and complete

healthy runs plays drinks eats

Hatem is ..... He .....  
He ..... tennis. He .....  
water. He doesn't watch too much TV.  
He ..... healthy food.

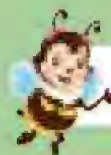


3 Read to your partner





# Unit 4



1 Play the game with your friends

**Start**

1 Touch your nose.

2 Say 'hello!'

3 Can you play tennis?

4 Touch your mouth.

5 What is  $8 + 5$ ?

6 Draw a dog.

7 Touch your pencil.

8 Say 'fish'.

9 What color are your shoes?

10 What is your dad's name?

11 Can you play football?

12 Stand up!

13 Say 'beach'.

14 What is  $6 + 9$ ?

15 Touch your leg.

16 Say '20'.

17 Draw a cat.

18 Can you jump?

19 What is  $7 + 4$ ?

20 Say 'goodbye'.

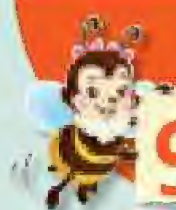
**End**



It's your turn.

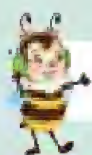
Thank you.





gr bl

## Learn sounds with Busy Bee!



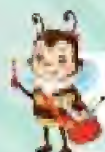
1 Listen and repeat



gray



black



2 Look and circle gr and bl



green



grandma

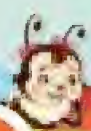


grandpa



blue

Phonics: the gr  
and bl sounds



abcdefghijklmnopqrstuvwxyz





gr bl

## Unit 4

### Learn to write with Busy Bee!



1 Look, write and say



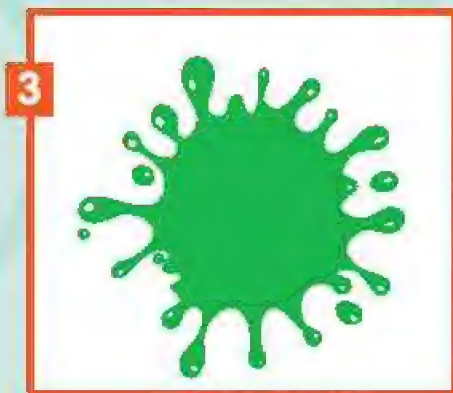
gray



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



abcdefghijklmnopqrstuvwxyz



# Project : My sports poster



1 Read and do. Work in groups



1

Draw or cut and paste pictures of your favorite sport.

2

Color it.

3

Write the name of your favorite sport.



2 Now say

*My favorite sport  
is basketball.*

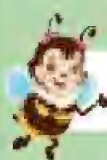


**Preventative health:** The importance of sports  
**Language:** *My favorite sport is (basketball).*



# Show and tell

## Unit 4



1 Choose your favorite sport and wear the clothes. Now say



I can play tennis. It's my favorite sport.

## Self Assessment

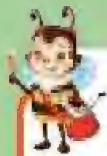


Read and color the stars that describe your effort

<b>Vocabulary</b> 	I can read most sports words and sports verbs. 	I can read all sports words and sports verbs. 	I can read and write all words related to sports. 
<b>Phonics</b> 	I can read words with <i>gr</i> and <i>bl</i> letter sounds with the help of my teacher. 	I can read the words with <i>gr</i> and <i>bl</i> letter sounds on my own. 	I can read and write words with the <i>gr</i> and <i>bl</i> letter sounds. 
<b>Life skills</b> 	I exercise when I have time. 	I sometimes exercise. 	I always exercise to keep fit. 
<b>Science/Math</b> 	I can read most numbers and numerals from 10 - 100. 	I can read and write numbers and numerals. 	I can use numbers and numerals from 10 - 100 to add and subtract. 
<b>Project</b> 	I worked alone to make a poster about sports. 	I worked with my group to make a poster about sports. 	I helped my group to make a poster about sports and present it. 



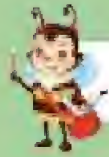
# Play time



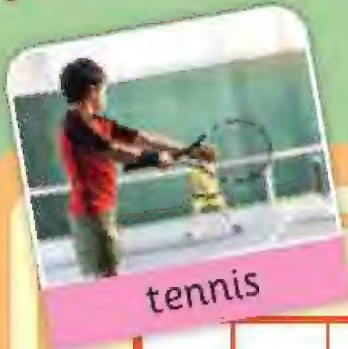
1 Trace and color



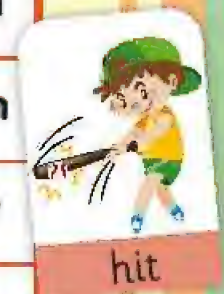




1 Find the words



y	u	x	u	o	p	r	b	a	l	l
f	g	f	o	o	t	b	a	l	l	d
n	p	o	t	c	e	r	s	r	t	b
l	h	g	h	h	o	h	e	s	h	d
r	w	f	n	k	k	b	b	p	r	m
a	u	a	h	c	l	n	a	e	o	y
c	x	k	i	c	k	e	l	w	w	u
k	n	e	t	d	d	r	l	g	i	r
e	o	b	m	k	a	r	a	t	e	n
t	y	t	e	n	n	i	s	n	m	b



Teacher assessment ☒ ☐

☐ ☐

☐ ☐

☐ ☐



# Unit 5 My day



1 Look, listen and read

We have breakfast at **7 o'clock**.

We drink tea with milk.



We play with friends at **ten thirty**.  
It's break time.



Yes, it's great.

We go home at **two thirty**.



We enjoyed our school day!



# Reading and writing

## Unit 5

### 1 Read and circle the correct word

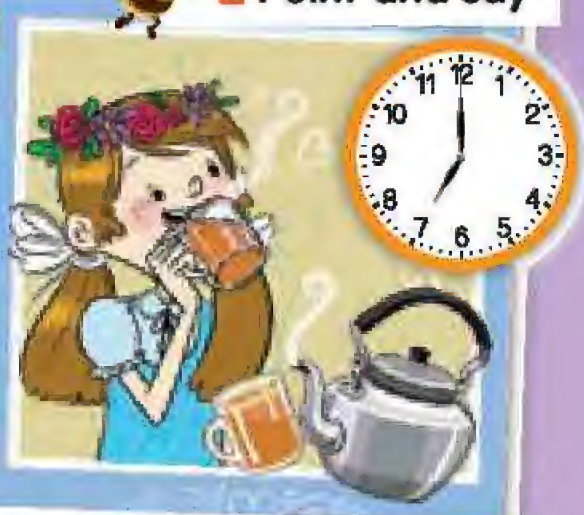
### 2 Point and say

1



It's six thirty. I eat / drink bread.

2



It's seven o'clock. I eat / drink tea with milk.

3



It's three o'clock / three thirty. I enjoyed my school day.

4



It's nine o'clock / nine thirty. It's time to go to bed.

### 3 Listen and complete

It's 6:30 in the morning. It's time for ..... I eat ..... and drink ..... At ..... o'clock I go to school. We stand in line at ..... I go ..... at two o'clock. I ..... my school day!

### 4 Sing

**Vocabulary:** eat, drink, play, table, clock, enjoyed, tea, milk  
**Language:** It's (six thirty).



# Daily routines



**1 Look, listen and complete**



**2 Point and say what Hana does**

Hana gets up at 6.30.

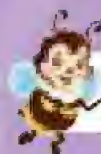




# Usage

## What time is it?

## Unit 5

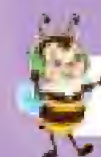


1 Look, read and say

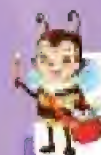
It's 7 o'clock am.



It's 7 o'clock pm.



2 Listen and draw the times



3 Now write

1 It's .....

2 It's .....

3 It's .....

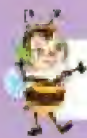
4 It's .....

Language: What time is it? It's six o'clock. It's five thirty am.



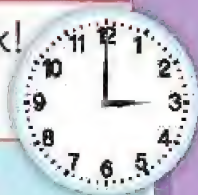
# Story

## Talking about your day



1 Look, listen and read

Hany and I will play tennis today at 3 o'clock!  
I need to go home at 4 o'clock.



Hany is late.

Hello, Youssef! Let's play tennis!



Is Youssef happy? Why or why not?



Amira and I will watch a movie at 6.30.

3



It's six thirty.

4

Hello Hana! Let's watch the movie!



Is Hana happy? Why or why not?



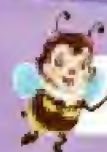
2 Now circle the correct answer

1 What time does Hany arrive?  
at 3                      after 3

2 What time does Amira arrive?  
at 6.30                      after 6.30

3 Who is on time?  
Amira                      Hany

**Self-management:** Recognizing the importance of good time keeping



3 Role-play





pl cl

# Learn sounds with Busy Bee!



1 Look, listen and repeat



play



clay



2 Look, listen and write pl or cl



1 \_\_\_\_\_ ease



2 \_\_\_\_\_ ane



3 \_\_\_\_\_ anet



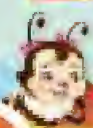
4 \_\_\_\_\_ assroom



5 \_\_\_\_\_ oudy



6 \_\_\_\_\_ ock



abcdefghijklmnopqrstuvwxyz

Phonics: the pl and cl sounds

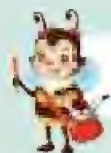




pl cl

## Unit 5

### Learn to write with Busy Bee!



1 Look, read and trace the sentences

1



I play with clay.

2

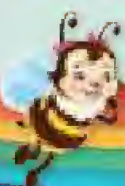


Can I play with  
your plane, please?

3



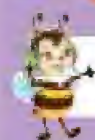
There is a clock in  
the classroom.



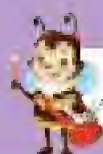
abcdefghijklmnopqrstuvwxyz



# Writing



## 1 Listen and number



## 2 Write using these words

goes to school    eats lunch    ~~gets up~~  
plays with friends    goes home    watches television

a



She ..... at .....

b



1 Busy Bee *gets up* at six thirty.

c



Busy Bee ..... at .....

d



She ..... at .....

e



Busy Bee ..... at .....

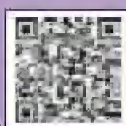
f



She ..... at .....



## 3 Listen again and check





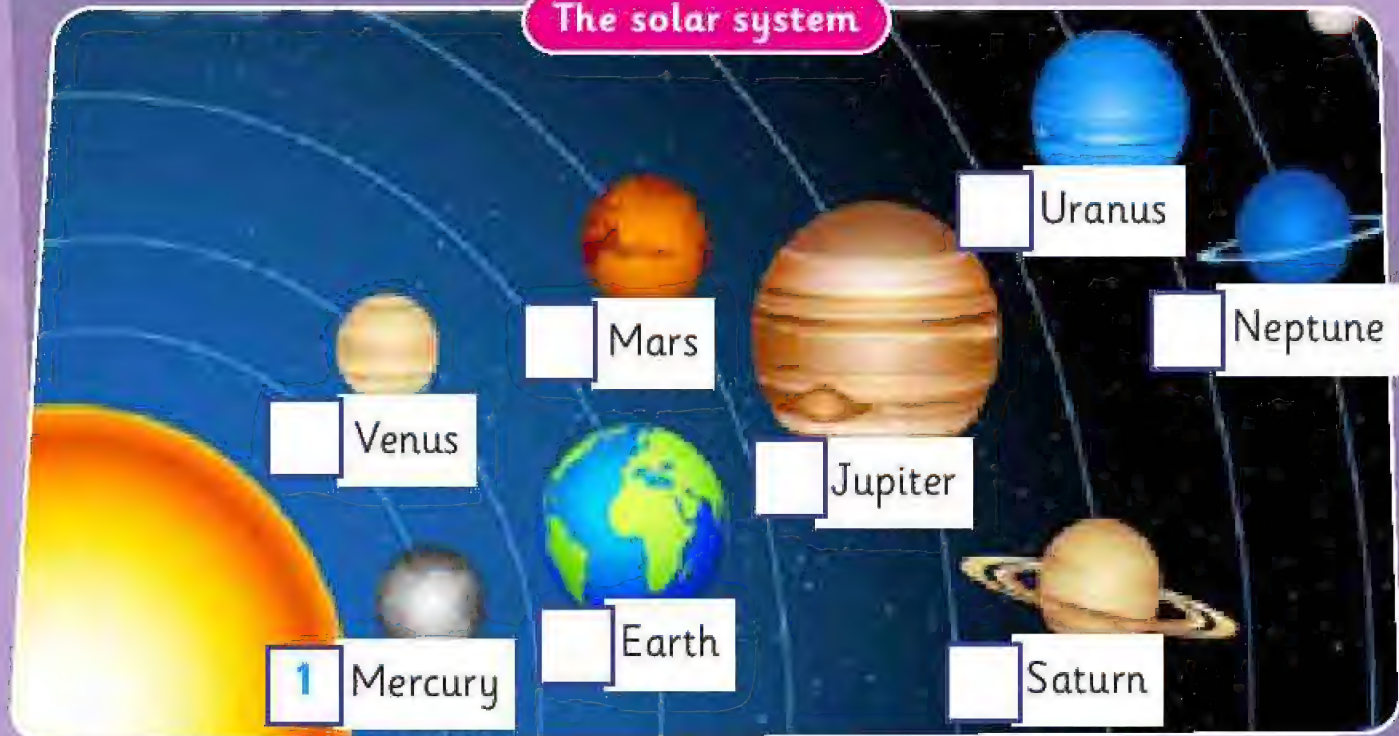
# Connect with Science: The solar system

## Unit 5



**1** Listen and number in the correct order

### The solar system



**2** Listen and read



There are eight planets in our solar system. Jupiter is the biggest planet. Mercury is the smallest. Mars is red. Earth is blue and green. Venus is near to the sun. Neptune is far.



**3** Read and match

**1** Mercury

**2** Mars

**3** Neptune

**4** Jupiter

**5** Earth

**a** the smallest planet

**b** the biggest planet

**c** red

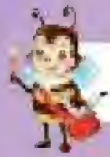
**d** far from the sun

**e** blue and green

**Connect with Science:**  
The solar system



# Project: A planet hanger



1 Work in groups. Make and color



Draw, color and cut out pictures of planets.  
Hang your planets on a coat hanger.

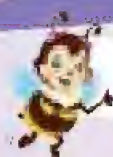


# Show and tell

## Unit 5



### 1 Show and tell

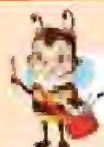


### 2 Point and say



Language: *These are the planets...*

## Self Assessment

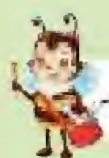


### Read and color the stars that describe your effort

<b>Vocabulary</b> 	I can read about daily activities with the help of my teacher. ★	I can read about daily activities on my own. ★★	I can read, talk and write about my daily activities. ★★★
<b>Phonics</b> 	I can read words with <i>pl</i> and <i>cl</i> letter sounds with help. ★	I can read the words with <i>pl</i> and <i>cl</i> letter sounds on my own. ★★	I can read and write words with the <i>pl</i> and <i>cl</i> letter sounds on my own. ★★★
<b>Life skills</b> 	I have problems keeping time. ★	I sometimes keep time. ★★	I always keep time. ★★★
<b>Science /Math</b> 	I can identify most planets with the help of my teacher. I use the clock to tell time with help. ★	I can identify and read about planets clearly. I use the clock to tell time. ★★	I can read and write about planets clearly. I can use the clock to talk about daily activities. ★★★
<b>Project</b> 	I worked alone to make a planet hanger. Some of my presentation was clear. ★	I worked with my group to make a planet hanger. Most of my presentation was clear. ★★	We helped each other to make a planet hanger. My presentation was clear. ★★★



# Play time



1 Look, read and trace the sentences

1



It's four o'clock.

2



It's seven thirty.

3



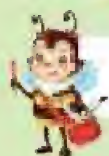
It's nine o'clock.

4



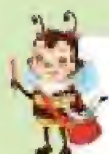
It's five thirty.





1 Complete the crossword of the planets

~~Mars~~ Venus Earth Mercury Uranus Jupiter



2 Find, then write the planet in the shaded column in the crossword

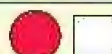
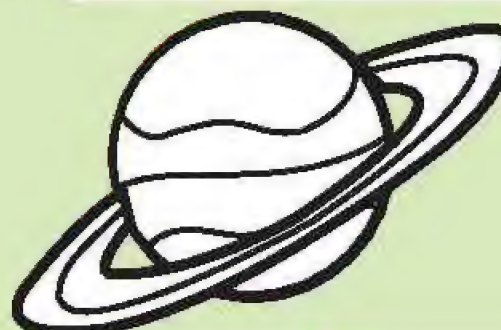
.....



3 Which two planets are missing? Color them

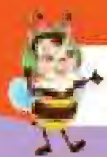
1 .....

2 .....





# Unit 6 Healthy lunches



1 Look, listen and read

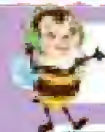


**Vocabulary:** egg, tea, chicken, juice

**Language:** Would you like some ... ? Yes, please. No, thank you.



## Listening



**1** Listen, point and say



milk



a burger



chicken



fries



fruit



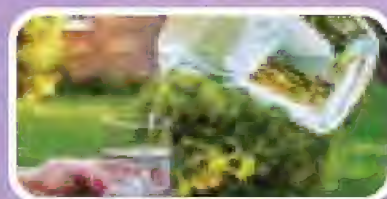
grapes



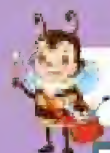
ice-cream



juice



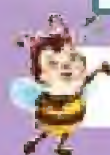
water



**2** Sort and write

Food	Drinks

My favorite food is .....



**3** Sing

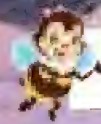
**Vocabulary:** a burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken



# Usage

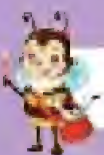


**1** Ask, answer and complete about your class



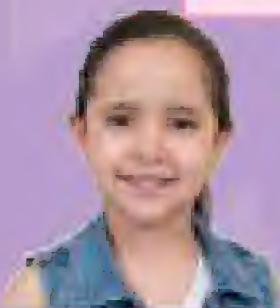
**2** Look and say

Name	bread	burgers	chicken	fries	ice-cream



**3** Read and match

I'm hungry.



I'm thirsty.



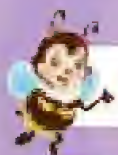
He likes bread. He doesn't like burgers.



**Language:** He / She likes ....  
I'm hungry. I'm thirsty.



# Healthy and unhealthy food



## 1 Look and read

### Healthy food



It's good to eat healthy food. Healthy food, like fruit and vegetables, helps our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

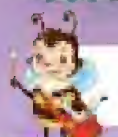
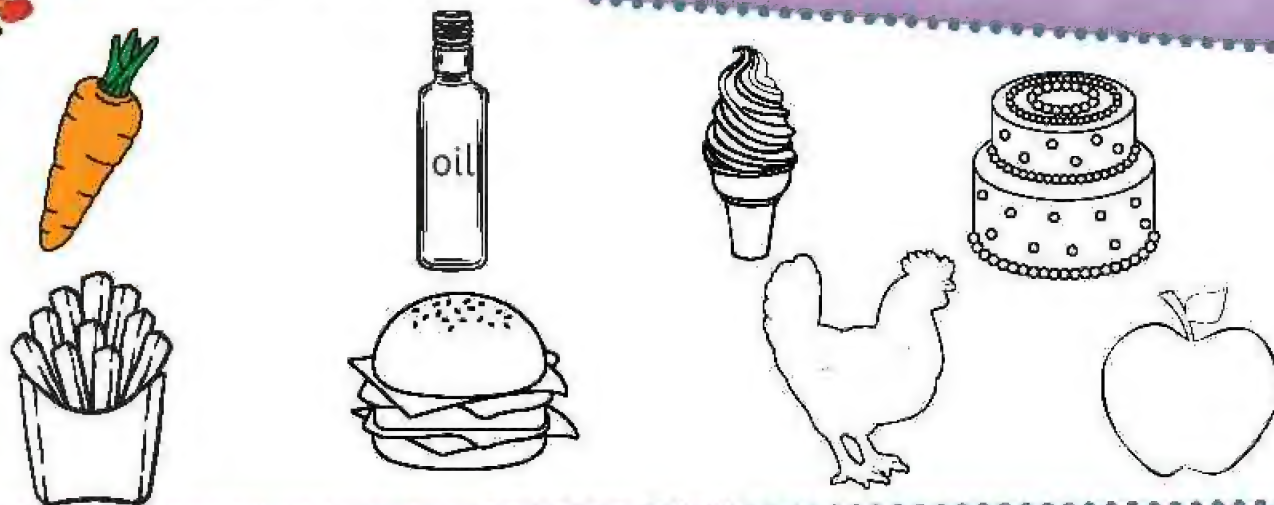


## 2 Circle the correct answer

- 1 If something is healthy, it is **good** / bad for you.
- 2 Healthy food **helps** / doesn't help our bodies.



## 3 Color the healthy food



## 4 Read and complete

I like ..... It's healthy. I don't like ..... It's .....



# Story



## 1 Listen and repeat



Let's make a healthy lunch for Mom and Dad!

Great idea!

Dad, would you like some fish?

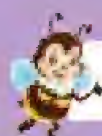


That looks yummy! Thank you!

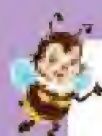
Mom, would you like some yogurt?



No, thanks. But can I have some salad? That looks good.



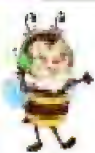
## 2 Role-play the scene



## 3 Which foods are healthy and which are unhealthy? Look and say



## Reading

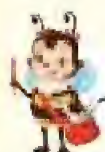


1 Listen and read. Draw a circle around the title

## A new supermarket in Zagazig

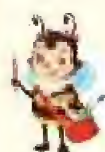


There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice and many other things.



2 Read and put a (✓) or (X)

- |                                    |       |
|------------------------------------|-------|
| a The new supermarket is in Aswan. | (   ) |
| b It is near a primary school.     | (   ) |
| c It opened yesterday afternoon.   | (   ) |

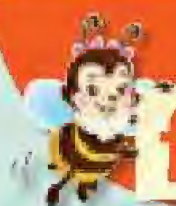


3 Read and circle

- a 'There' in line 6 means: the **supermarket** / school.
- b What is the opposite of big? (**small** / sad).
- c The supermarket **sells** / **doesn't sell** healthy food.

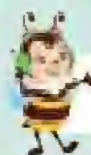
Connect with Social Studies:  
Places in town





**fr dr**

# Learn sounds with Busy Bee!



**1 Look, listen and repeat**



fries



fruit



friends



frog



drink



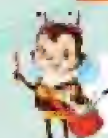
draw



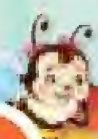
dress



drum



**2 Look and write the words**



abcdefghijklmnopqrstuvwxyz

Phonics: the *fr*  
and *dr* sounds

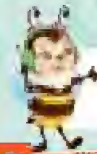




fr dr

## Unit 6

### Learn to write with Busy Bee!



1 Listen, read and complete



Burgers and ..... are unhealthy.



The ..... is green.



My ..... is pretty.



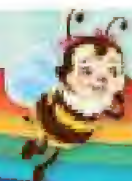
The ..... is yummy.



I ..... my cat.



I ..... water when I'm thirsty.



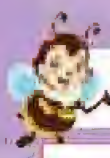
abcdefghijklmnopqrstuvwxyz



# Connect with Science: hard and soft materials



**1 Look and read**



**2 Is it hard or soft? Touch and say**

A teddy bear is soft.

A tennis ball is hard.

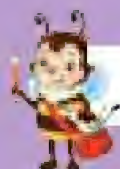
Cotton is soft.



a car

a cucumber

a book



**3 Read and circle**



1 It's hard / soft.



2 It's hard / soft.



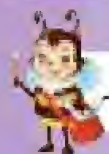
3 It's hard / soft.



4 It's hard / soft.



## Hard and soft



1 Look and sort

~~car~~  
date

~~teddy bear~~  
cotton

 book  
ice-cream

 cucumber  
cake

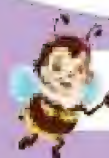
hard



car

soft

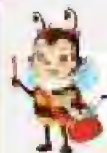
teddy bear



2 Point and say



# Project: A healthy food plate



1 Make a healthy food plate. Work in groups



Draw or cut and stick pictures of healthy food on a paper plate. Write your name on the plate.





## 1 Show and tell



**Language:** This is my healthy plate.

## Self Assessment

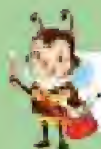


## Read and color the stars that describe your effort

<b>Vocabulary</b> 	I can read about foods and drinks with the teacher's help. ☆	I can read about foods and drinks on my own. ☆ ☆	I can talk and write about foods and drinks. ☆ ☆ ☆
<b>Phonics</b> 	I can read words with <i>fr</i> and <i>dr</i> letter sounds with the help of my teacher. ☆	I can read the words with <i>fr</i> and <i>dr</i> letter sounds on my own. ☆ ☆	I can read and write words with the <i>fr</i> and <i>dr</i> letter sounds. ☆ ☆ ☆
<b>Life skills</b> 	I rarely eat healthy food and drinks. ☆	I sometimes eat healthy food and drinks. ☆ ☆	I always eat healthy food and drinks. ☆ ☆ ☆
<b>Science /Math</b> 	I can identify hard and soft material objects with the help of my teacher. ☆	I can identify hard and soft material objects on my own. ☆ ☆	I can sort different objects into soft and hard material groups. ☆ ☆ ☆
<b>Project</b> 	I worked alone to make a healthy food plate. I had some problems presenting my healthy food plate. ☆	I worked with my group to make a healthy food plate. I talked about my healthy food plate. ☆ ☆	We helped each other to make a healthy food plate. I talked about my healthy food plate clearly. ☆ ☆ ☆



# Play time



**1** Complete the food and drink words



1 f \_ r \_ i \_ es



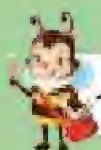
2 g \_ ap \_ \_



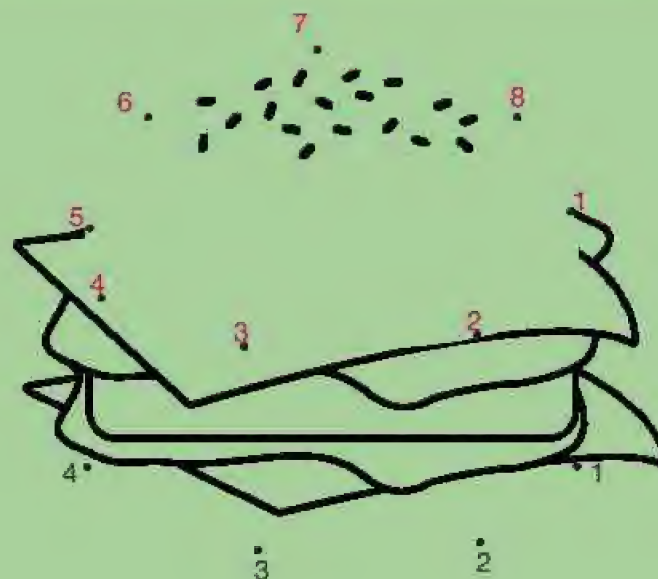
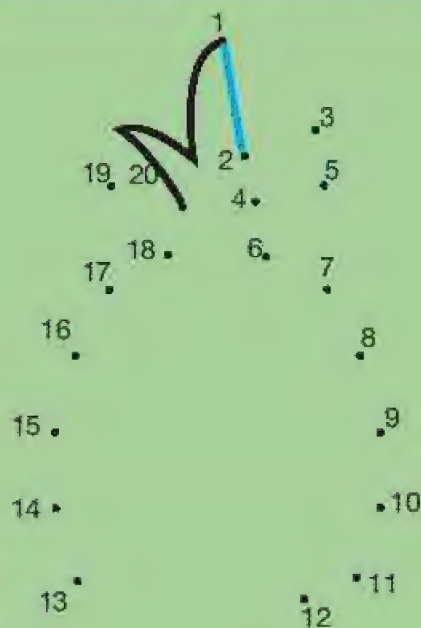
3 c \_ i \_ \_ en



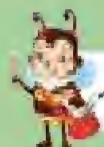
4 \_ a \_ \_ r



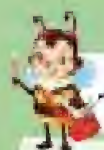
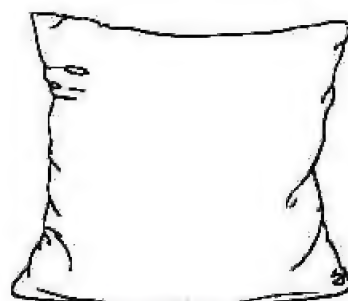
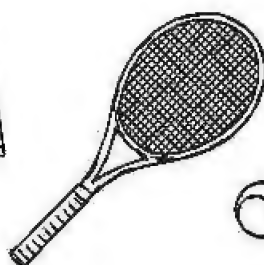
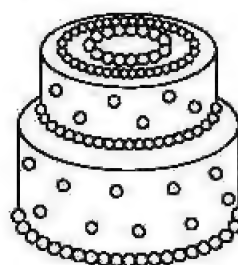
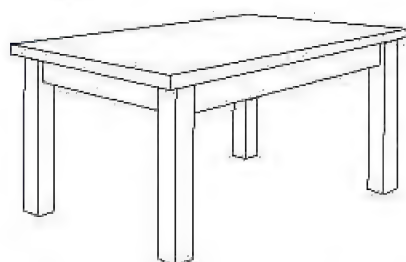
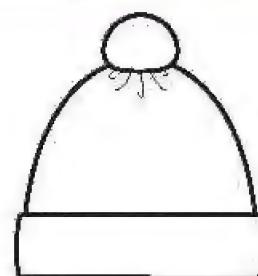
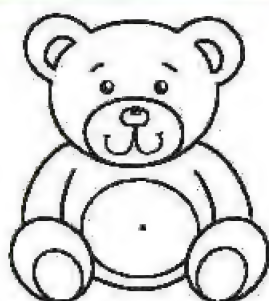
**2** Join the dots to make the food. Then color the healthy food







1 Color the hard **objects** blue. Color the soft **objects** red



2 Write the numbers

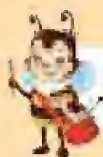


Teacher assessment





# Review 2



## 1 Read and write

swimming

basketball

football

karate

tennis

1



.....



.....



.....



.....



.....

2

eat lunch

get up

go to school

drink

go to sleep



.....



.....



.....



.....



.....

3

ice-cream

chicken

juice

grapes

bread

a burger

fries



.....



.....



.....



.....



.....



.....



.....

Revision of vocabulary from Units 4-6



## Review 2



### 1 Complete and say

①  $10 + 20 = \underline{30}$

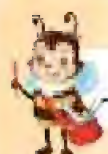
②  $30 + 50 = \underline{\quad}$

③  $20 - 10 = \underline{\quad}$

④  $80 - 40 = \underline{\quad}$

⑤  $40 - 10 = \underline{\quad}$

⑥  $70 + 20 = \underline{\quad}$



### 2 Look, trace and write



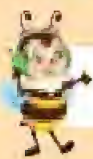
ten



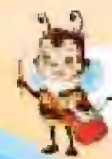
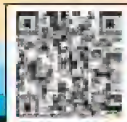
Revision of math from Units 4-6



# Review 2



**1** Listen, read and complete



**2** Color

Uranus Mercury Saturn Earth  
Mars Jupiter Neptune Venus

1



.....

2



.....

3



.....

4



.....

5



.....

6



.....

7

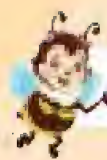


.....

8



.....



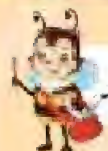
**3** Point and say

Revision of Science from Units 4-6

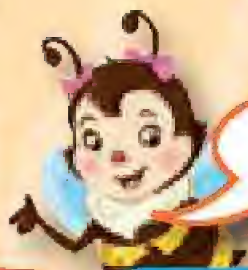


# Self Assessment

# Review 2



1 Tick what you can say



Now I can ...

talk about sports



talk about my day



talk about food



say these sounds

gr

bl

dr

cl

fr

pl



CONNECT READING ADVENTURES

# The Gingerbread Man



**RETOLD BY NICOLA GARDNER**  
**ILLUSTRATED BY NATHALIE ORTEGA**



# Picture Dictionary



gingerbread man



oven



river





Grandpa and Grandma sit in their house.





It's 11.30. They are hungry.  
Grandma makes a gingerbread man.



She opens the oven. The gingerbread man jumps out.





The gingerbread man runs into the garden.

Stop! Stop!



Grandpa jumps up. He runs into the garden.





Run, run, as fast as you can!  
You can't catch me, I'm the  
gingerbread man.





Yummy! Can I eat you? You look good to eat.





Run, run, as fast as you can!  
You can't **catch** me, I'm the  
**gingerbread man.**





Yummy! Can I eat you? You look good to eat.





Run, run, as fast as you can! You can't catch me, I'm the **gingerbread man**.

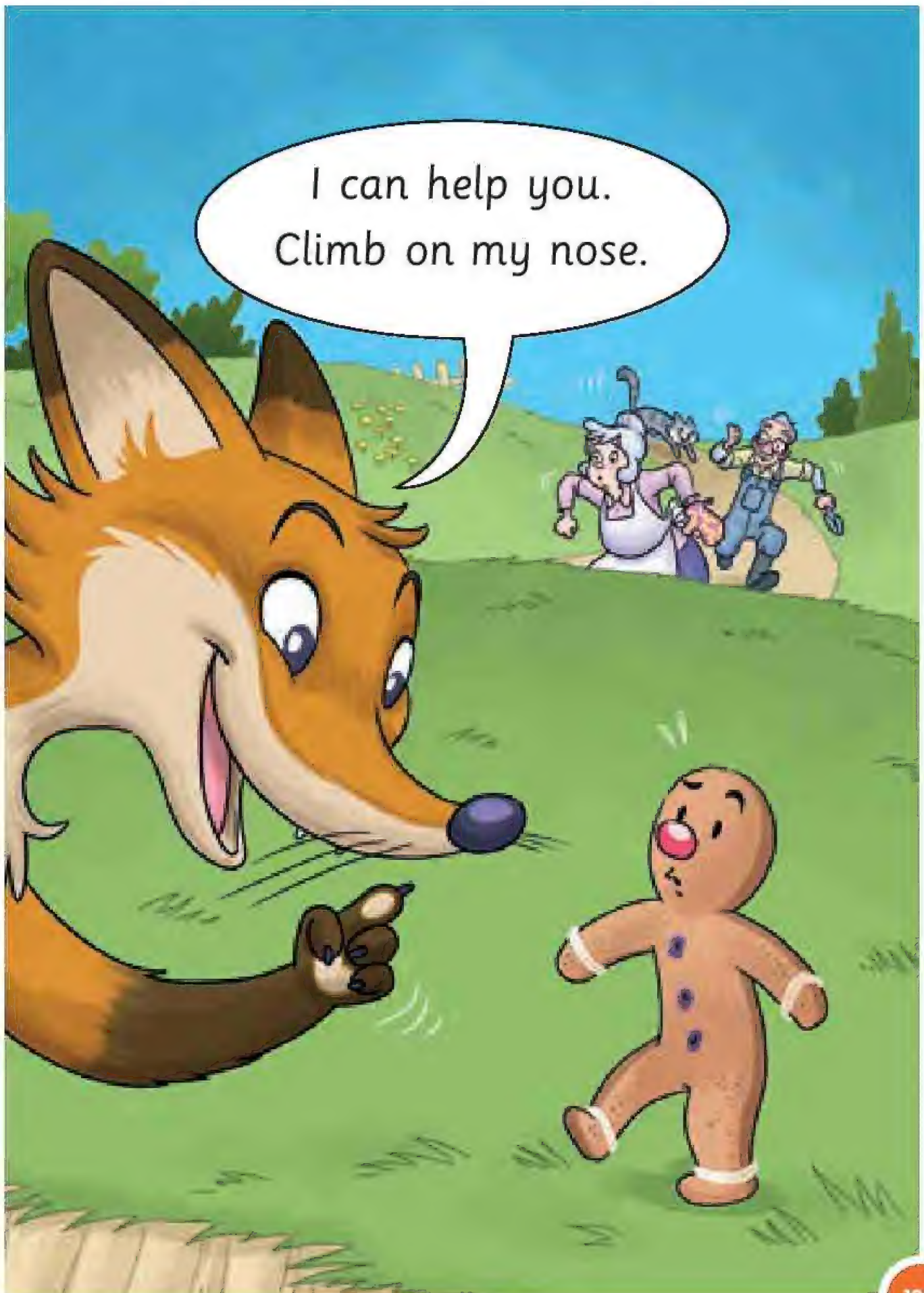




The gingerbread man comes to a river.



I can help you.  
Climb on my nose.







The sun is high. The **river** is quiet. The fox is hungry.



The fox opens his mouth.





I've got you! Let's go home.





Grandma, Grandpa and the  
gingerbread man are happy.





# Events in the story



**1** Look, find and circle the people and animals

gingerbreadman grandpa grandma duckling fox cat



**2** Who says what? Read and match

**1** The gingerbread man



**2** fox



**3** Grandma



**4** cat



**a**

Yummy! Can I eat you?

**b**

You can't catch me.

**c**

Climb on my nose.

**d**

Let's go home.



**3** Read and complete

opens eat hungry garden

- 1** Grandma and Grandpa are .....
- 2** The gingerbread man runs into the .....
- 3** The fox ..... its mouth to eat the gingerbread man.
- 4** The cat wants to ..... the gingerbread man.



# Story

## The Gingerbread Man



1 Read and put the pictures in the correct order



Grandma, Grandpa and the gingerbread man are happy.



It's 11.30. They are hungry. Grandma makes a gingerbread man.



Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.



The gingerbread man runs into the garden.



# The Gingerbread Man

## Story



**1** Read and put a (✓) or (✗)

- 1** The gingerbread man jumps out of the oven. ( )
- 2** The duckling eats the gingerbread man. ( )
- 3** Grandma and Grandpa eat the gingerbread man. ( )



**2** Read and trace

Grandma, Grandpa and the gingerbread man are happy.



**3** Draw and complete

I liked .....



I didn't like .....





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